DOCUMENT RESUME

ED 078 974 32 RC 007 073

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TITLE Migrant Education. Third Annual Regional Workshop (Virginia Beach, Va., March 5-9, 1972).
INSTITUTION Virginia State Dept. of Education, Richmond. Office of Federal Programs.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
PUB DATE 9 Apr 72
NOTE 29p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Communication (Thought Transfer); Educational Development; *Group Discussion; Health; *Migrant Education; Nutrition; *Reading; *Reports; Teacher Aides; Vocational Education; *Workshops

ABSTRACT

The Third Annual Regional Workshop on Migrant Education was held on March 5-9, 1972 in Virginia Beach, Virginia. This conference was for migrant educators from the Eastern Stream states extending from the Gulf of Mexico north to New England. Over 480 participants met, coordinating their ideas and experiences to create a better world for the migrant child. Among the participants were state directors, superintendents, administrators, teachers, teacher aides, home-school coordinators, terminal operators, and school nurses. Speeches and group meetings devoted to interstate cooperation for migrant programs were held during the workshop. Excerpts from some of the speeches and group discussions were given in this booklet. Some topics covered were the Criterion Reference Reading System; vocational education; health; nutrition; recruitment; utilization of teacher aides; the effective use of terminal operators; the stress of communication; use of posters, pamphlets, and pictures; and interstate cooperation for the exchange of teachers, teacher aides, teaching materials, and migrant transfer records. (NQ)

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Migrant Education

THIRD ANNUAL REGIONAL WORKSHOP • MARCH 5-9, 1972

Interstate Cooperation

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007028

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Introduction

Interstate Cooperation. It was there. In the form of more than 480 people from 22 states and the District of Columbia. In the form of State directors, school superintendents, school administrators, teachers, teacher aides, home-school coordinators, terminal operators, and school nurses . . . people who were coordinating their ideas and experiences to create a better world for the migrant child.

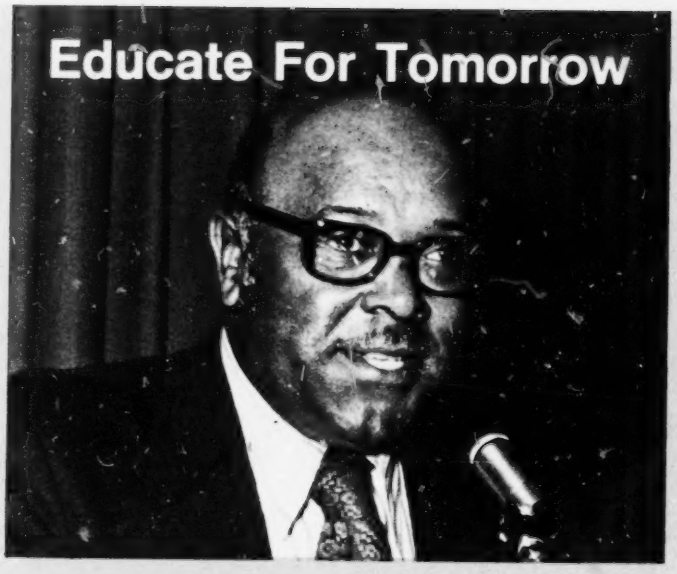
March 5-9, 1972, were five special days for migrant educators from the Eastern Stream states extending from the Gulf of Mexico north to the New England states. The Cavalier Hotel in Virginia Beach, Va., was alive with speeches and group meetings devoted to interstate cooperation for migrant programs through the exchange of teachers, teacher aides, teaching materials, and the use and analysis of migrant transfer records.

Rooms were filled with eager participants discussing vocational education, the criterion reading system, health, nutrition, recruitment and other subjects. Migrant education exhibits from various states attracted many an interested eye in one section of the hotel, while film and slide shows told several stories about the migrant children in another.

Interstate Cooperation. From the group workshops to the well-stocked banquet table. Migrant educators . . . helping each other to help the children who need it so much.

"Every great thing that was ever done was done by a dissatisfied person . . . We must make the children dissatisfied—not contrary or rebellious—but, dissatisfied with ignorance . . . poverty . . . racial strife . . . corruption . . . with anything but the very finest life possible to man. Keep them dissatisfied until they have produced and produced with excellence. Then you can call yourself a teacher and be worthy of the name."

E. E. Brickell, superintendent of Virginia Beach City public schools, commenting on the education of migrant children.



Dr. Wendell P. Russell, president, Virginia State College, Petersburg, Va., spoke on "New Times-New Measures":

"The time has come when we must stop tinkering with toy situations and toy solutions to perplexing and potentially deadly problems," Dr. Russell stated.

He said that educators can better understand the growth and development of the migrant child through interstate co-operation, and suggested that they bring about permanent institutional changes in educational pursuits.

"For too long the disinherited have born the burden of being different. Many migrant students are viewed as freaks and culturally different people," Dr. Russell said.

He said it is a time for new measures. "Educators should not educate for today, but for tomorrow. They should be occupied with fundamentals . . . they have been occupied too long with incidentals." He added that there must be a regeneration of intelligent cooperation and humane involvement; persons and government must work together to improve the quality of life.

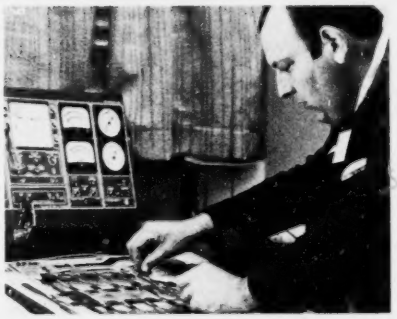
Dr. Russell said that society is now in an identity state and that people are struggling for the independent role. "The migrant child will struggle and encounter attacks and rivals as he tries to attain the role," he stated.

There are more than two million migrant workers in the U.S. today who are a vital part of the work force. They also represent one-fourth of the nation's poor, he said.

"Your work is a contribution," Dr. Russell told the migrant educators. "You must break the cycle of poverty with education." He said that the migrant child should receive the best education possible, especially with the increasing use of farm machinery which could eventually phase out the migrant worker's occupation.

He told workshop participants that they were adding richness to the life of the migrant child. "Learning is the rich goal of life. You should show the children that school is a good place to be. As a teacher and a counselor you are a friend. A child gaining increased love, admiration, and interest in learning may advance, even if he has had limited contacts."

Dr. Russell said, "The time has come to usher in not just a desegregated set of values in a community and state," but a totally desegregated and moving system "which cuts across every facet of life. It is then, and only then, that we will have achieved a true community that we should be working for. Then and only then will we be able to find happiness in our schools, whether our students are with us all the year or whether they are just passing through. Until then we will be playing and tinkering, but not creating."



Vernon Williams checks an ignition wiring board in the mobile unit.

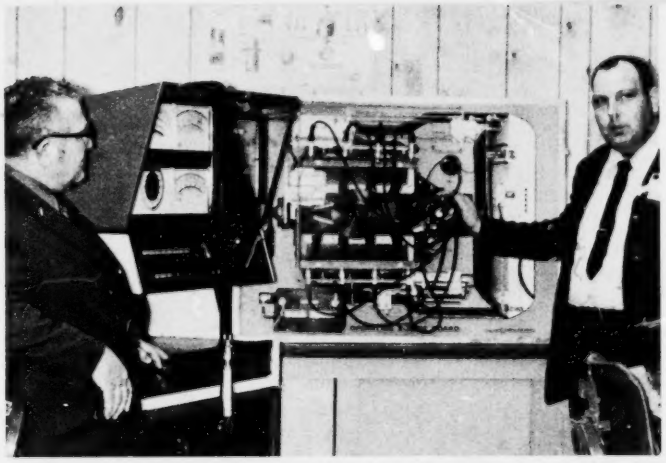
This Teacher Has Wheels

It says "Training With The Pros" on the outside. On the inside students are given the chance to actually become pros. And so it is with classroom that visits the schools.

An important "visitor" in the North Carolina Migrant Education Program, one of the state's two mobile units was parked alongside the hotel for workshop participants' viewing. When back on its home ground, it moves from school to school to enable migrant children to learn about automotive tune-up.

"Some of the course graduates can go right into automotive work," said Vernon Williams, the instructor of the mobile unit course who travels with the unit.

The unit accommodates 10 junior and senior high school students per class and is used for five one-hour sessions a day, enabling 50 students to participate each day. The 30-hour course lasts for six weeks. Students spend the first 25 class hours learning from automotive equipment supplied in the unit, and the last five working on a real car.



Henry Broddy, a mobile unit teacher from North Carolina, (left) and Mr. Williams display on operating engine board, which is used to teach the students automotive tune-up.

The unit, which is hooked up to a 220-volt power source, is equipped with individual work areas for the students. Wiring boards that simulate car engines are used by students to practice connecting auto wires. Other materials and equipment, such as distributor work boards, carburetor kits, engine testing boards that simulate engine analysis equipment used in the industry, operating engine boards which show ar engine's functions, and voltmeters, are employed in the course.

"We use a simple workbook," Mr. Williams stated. "Students are able to check themselves by completing tests in the back of the book."

The mobile unit gives more migrant children a better chance to learn a useful trade. Better yet, it gives them a chance to become eventually a pro in the field.

Mr. Williams enters his mobile classroom.

Time For a Talk

About The Criterion Reference Reading System —Developed by Mrs. Marie Hackett, a high school English teacher in Florida, the Criterion Reference Reading System assesses the reading strengths and weakness of migrant children. The system has been adopted and published for use in Florida.

A profile sheet, plotted for each child, helps the teacher know her pupils needs and enables her to work with them in those areas. A pupil does not have to listen or work with those skills which he already has mastered. The child works in a small group until a skill is developed, then moves on to the next reading level. The profile sheet follows the child throughout the state, and the information about his reading ability is submitted to Florida's Migrant Terminal.

The continuity of the migrant children's reading curriculum is broken when they leave the state. It was, therefore, suggested that (1) a workshop be held to enable representatives from all states in the Eastern Region to study the system, and (2) that all states in the Eastern Region adopt the Criterion Reference Reading System or a similar one. South Carolina and New York have already shown interest in the system.

Group Chairman—Dale Hilburn, Florida
Recorders—Mrs. Yvonne Boggs, and
Miss Josephine Ferebee, Virginia
Consultant—Mrs. Charlotte White, Florida

Time For a Talk

About Vocational Education —"To train the hand as well as the head" was the theme of this group discussion. "We can no longer afford the luxury of training people only as doctors, lawyers, and teachers, but we need people to build bridges and houses and to do other manual tasks," stated Emmett Spurlock of New Jersey, chairman of the group. He stressed the need to reexamine the approach toward education of youth for life as it is.

The Vocational Education Act of 1965 allows Congress to appropriate monies to states which have vocational education needs for the disadvantaged. This gives migrant educators an opportunity to tie in with state vocational divisions and share ideas and funds in order to conduct efficient programs for young people.

Mr. Spurlock said that, basically, what is needed is people with the right heart, the right desire, and the zeal to want to do a job for children. Two vocational programs which reflect such efforts are being conducted in New Jersey and North Carolina, he said.

Five years ago New Jersey started a half-migrant, half-vocational program. Vocational education trailers, which were purchased with migrant funds, serve all disadvantaged children including migrants, those in detention centers, and those in any school who are failing socially or academically. The units, which have two or three vocational education uses each, serve schools during regular school hours and adults at night. The same working environment is established in the units as is evident in a real-life situation.

The units are used in the summertime for a work-study program. Students work half a day on academic studies, and spend the other half on building products, such as furniture for schools, for $1.60 an hour. The units serve about 1,000 students a year, offering programs designed to last approximately five weeks.

Pitt County, North Carolina, organized a vocational program for migrants for the first time this year. Buses covered a 50-mile radius and brought boys aged 14-21 to the program which was held in a school. Emphasis was placed on teaching skills that would help the boys adapt to a productive life. Courses such as casting, welding, automobile tune-up, leathercrafts, and music were offered. The boys were taught how to spend money wisely and one of their biggest adventures was to go to the bank on Saturday mornings to deposit their earnings.

These two programs have been very successful, and many excellent ideas have come from both for use in other states to fit their individual needs.

Group Chairman—Emmett Spurlock, New Jersey
Recorders—Mrs. Lois Spain and Mrs. Juanita Worsley, Virginia
Consultants—Dr. Jeanette Ritzenthaler, New Jersey
Y. A. Taylor, North Carolina
J. Owen Long, Virginia

Time For a Talk

About Health, Nutrition, and Recruitment

—The main objective in these areas is continuity of care. It was suggested that a multi-agency approach be used to give migrants greater access to existing services, and that children be made aware of their parents' contribution to society through their occupation.

Some of the problems in these areas are found in the recruiting, testing, and placing of the migrant student in educational programs; drug abuse in the migrant community; communication between home and school; school nurses receiving insufficient information from other schools; and interstate cooperation and follow-up.

The following solutions to these problems were proposed: (1) schedule recruitment earlier than usual for summer and fall school sessions; (2) form a student committee on drugs so that members can spread information about harmfulness of drugs throughout the community; (3) try to interest more girls in home economics courses, and set up an adult education program which might be accomplished by sending a mobile unit into the migrant camps at night; (4) have school nurses complete medical information on the transfer records and transmit them immediately to the Data Bank so that schools which the child attends can obtain the information; (5) give the migrant child his personal record to take with him when he moves to another school; (6) coordinate public health services; (7) coordinate health programs in in-service workshops; (8) serve meals attractively by using such things as a table with a cloth and flowers to create more enjoyment and better table manners; (9) have a child bring something from home, such as a potato, to show the class its importance, so that the children will gain a sense of pride about their parents' occupation.

Group Chairman—Miss Sarah Dougherty, New Jersey
Recorders—Miss Carolyn Kennedy and
Miss Velnor Mattocks, Virginia
Panelists—Jesse Clay, Counselor, New York
Mrs. Mary Jane Waldron, School Nurse, Virginia
Mrs. Dianne Lee, Social Worker, Georgia
Mrs. Evelyn Hyde, Nutritionist, Virginia
Vernon Giddens, Home School Coordinator, Virginia

Time For a Talk

About Utilization of Teacher Aides—Teacher aides have been used in classroms for the last 10 years, but some are not being trained correctly, and others are not even interested in the program. There also have been some teachers who do not know how to use the aides properly.

To help remedy this situation, Virginia Union and Virginia Commonwealth Universities are offering training programs for aides. Each school has 75 aides enrolled. The aides are taught how to have a close relationship with the children that they visit in the classroom. They also attend other classes that interest them at the universities.

Aides are being trained so that they can have a more meaningful place in the school system. No person should have to work in a classroom alone; there should be trained, capable aides to help. It was suggested that aides be trained properly before being asked to perform certain functions and that more extension courses be offered to aides.

Group Chairman—Mrs. Camille Jacobs, Delaware
Recorders—Vernon Bell, and Mrs. Wilhelmina Smaw Virginia
Consultant—Mrs. Julia Thornton, Virginia

Time For a Talk

About The Effective Use of Terminal Operators

—As an important phase of the Migrant Record Transfer System, terminal operators receive data on migrant students from schools and transmit this information by teletype to the Data Bank in Little Rock, Ark. One hundred and thirty terminal operators located in 48 states serve 7,500 schools and approximately 280,000 migrant students.

The Record Transfer System is approximately 18 months old. Operators are still being trained so that more terminals can be added as the work load increases. Workshops with local school personnel are being held throughout the states to acquaint the educators with the transfer record form and to show them how to fill it in properly.

A "safe guard" system designed to protect children's records is also in effect. Auditors will periodically visit the terminals to check the effectiveness of the program. State directors and supervisors are the only persons permitted to see the personal files in the terminals.

Some of the problems encountered by terminal operators include:

a. incorrect school identification
b. delay in receiving information from schools after enrollments
c. machine malfunction and delay in reporting the malfunction on time
d. program errors
e. operator errors
f. insufficient time to serve as a terminal operator

g. lack of cooperation from school administrators

The following action is being taken to solve these existing problems:

a. successful training of terminal and back-up operators
b. working with State directors on their migrant record systems
c. utilizing the "safe guard" system
d. getting social service and local medical agencies involved in the program

The following suggestions have been recommended for next year:

Confirm all school identifications with State directors, assigned administrators, and local school personnel. The I.D. which is sent to the Data Base must match the same I.D. of a particular school.

File by date and school all transactions that are sent to the computer. Also, file responses and pending responses.

Direct voice contact should be used in communicating with schools.

Report all errors and irregularities found in responses received to give the supervisor the chance to correct the problem immediately.

Inform the Data Bank at once when responses are received for transactions which are not submitted.

Keep the teletype machine in a receiving position at all times to allow messages and responses to be received when the terminal is unattended.

Terminal operators are requested to inform their area supervisor if they plan to be away from the terminal for an unlimited time.

Group Chairman—Maxwell Dyer, Arkansas
Recorder—Miss Bettie Fletcher, Virginia
Consultants—Pat F. Hogan, USOE
James Wilson, Arkansas
Winfred "Joe" Miller, Arkansas
James Cole, Arkansas

Teach Them to Count and to Read

Richard L. Fairley, director, Division of Compensatory Education, USOE, Washington, D. C., spoke on "Program Planing: A Design To Improve Interstate Cooperation In The Growth Of Migrant Programs."

"We lose one out of every four kids in our schools," said Mr. Fairley. "Suppose one out of every four planes was lost by the commercial airlines . . . It's pretty dismal."

Fairley said that one out of four students in the school system today cannot read on his grade level. Average educationally disadvantaged children achieve at the rate of 7/10 grade level per year, while average normal children achieve one grade level per year. One out of four students drops out of school between the ages 7 and 12.

Suggesting ways to erase these statistics, Mr. Fairley said that plans should be made to teach migrant children the two most important things that they can learn—reading and mathematics. He said that it is important to improve a child's self-image before he can learn, by providing such things as clothing and food, but that reading and mathematics instruction are very important, too.

"If you do just the other things, you can have the happiest, fattest, pearly-teethed, loving, illiterate that this country has ever seen," he said.

Mr. Fairley said that interstate cooperation is needed to teach the children properly. "We must make teachers student-oriented. Have them find out what kids need as individuals," he said. He added that some may need more help in math and reading than in other areas, but a teacher must understand the child to be aware of this need.

Mr. Fairley suggested that migrant educators also concentrate services. "We must be effective with a few, and concentrate on priorities. The earlier we get at these kids the more effective we'll be.

"We must talk about and initiate research," Mr. Fairley said. He stated that the nation spends much on research but too little on research in education, education for the disadvantaged, and education for migrants who have very special problems. "We must put our questions into the research pot, go to the U.S. Bureau of Research, and hopefully, get some answers."

Mr. Fairley commended migrant educators for their development of resource centers. "You have a number of resource centers that share information. This kind of conference promotes that kind of sharing.

"The best thing in education is the migrant record transfer system," he added. "We keep track of migrant children better than any other kids in the country."

He suggested that states develop special curriculums and material to help the migrant child as he goes from school to school. He said that the development of a long-range educational plan for migrant children is necessary.

"It's the plan—not the man," he stated. "State directors, principals, and teachers may change jobs. But, if we have a plan, the change of men won't matter."

Mr. Fairley concluded his speech by reading a poem that was written by a disadvantaged child—

Dear God,
We ain't what we want to be.
Dear God,
We ain't what we ought to be.
Dear God,
We ain't what we're going to be.
But, thank God,
We ain't what we was.

La Señorita Muffet
La Señorita Muffet
Se sentó en un taburete
Comiendo cuajadas y suero de leche
Vino una arañota
Y se sentó a su lado
Y se ahuyentó a la Señorita Muffet.

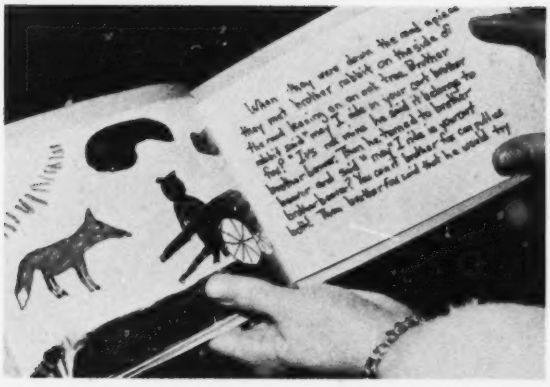
Posters, Pamphlets, and Pictures

"I am a child of the universe. I have a right to be here." The exhibit sign about Georgia's migrant education program spelled it out loud and clear.

Proof that the migrant child does have the right to be here was evident in many other state displays which showed what migrant educators were doing to help preserve that right and how they are helping to give the migrant child the opportunities that other children have.

The exhibits were colorful and informative. Many included pamphlets with information about different approaches to migrant education. Others displayed pictures of migrant children involved in their educational activities. Even slide presentations accompanied several exhibits.

New Jersey's display read, "What you take for granted migrant children have never been offered before," and "Each year more than 2,000 migrant children receive food for their minds . . . and food for their bodies."



North Carolina used telephones for its exhibit. Participants just had to pick up one of the nine telephone receivers to hear about the types of migrant education programs in various regions of the state.

There were posters. "Little Miss Muffet" was illustrated and written in Spanish and English for bilingual students. Other posters about street signs and signals, as well as hygiene tips, also were written in both languages.

Books illustrated by the children showed their creative talents as did vibrant-colored paintings. Teaching materials on display included a kit which included stand-up cardboard dolls representing family roles; a plastic skull that could be taken apart and studied; and a counting device which held movable green balls to show addition and subtraction.

Films and slides about migrant education dimly lit a downstairs hotel conference room. "When Johnny Crosses Tennessee" and "To Climb A Mountain" flashed across the screen. A slide showing of "With Hope We Build" also gave workshop participants a better idea of how educators try to remedy migrant education problems.

It was all just another example of interstate cooperation—states sharing with others what they had learned.

Joseph E. Dunn, Specialist, Migrant Programs, Pennsylvania State Department of Education, made a comment about the migrant educator's position—*"It seems sometimes that we're alone. It's the loneliest job in the world at all levels."*

Interstate Cooperation Through the Exchange of:

Teachers —Teacher exchange is advocated because it promotes better understanding of the teacher toward the child. There should be three levels of exchange practiced; intra-district, intrastate, and interstate.

One of the main reasons for having teacher exchange is to have the exchange teachers observe and/or serve as consultants to the academic and enrichment programs and supportive services at other schools in other states. The teachers should participate in classroom activities in other schools, but should *not* act as a full-time teacher. They should visit labor camps and encourage home-base children to attend schools while they are in other states.

The teacher exchange program allows the teachers to see how the children live while moving from school to school and state to state, and to have empathy with the child in his living and traveling conditions. The exchange also gives the teachers the opportunity to return to their local districts to share with the school administrators, teachers, and other school personnel the information gained in in-service conferences and meetings.

Some of the problems encountered in the program are: financing by a small state; exchange teachers having to leave their familics temporarily; certifying exchange teachers as required by state law; and some teachers not wanting to go to certain states because of the climate.

Chairman—Joseph Dunn, Pennsylvania
Recorders—Mrs. Lois Spain, and Mrs. Juanita Worsley, Virginia
Consultants—Lee C. Frasier, Texas and Louie Counts, Arkansas

Interstate Cooperation Through the Exchange of:

Teacher Aides—The hiring of aides from the migrant community and the exchange of names of successful migrant aides among states will improve the teacher-aide program. Both efforts will help the continuity of the programs and increase the rapport betwen the migrant community and the school. Children also will improve their self-respect as they see people of the migrant community working in a teacher-aide position. The parents and migrant aides will also gain a better understanding of the child.

The existing problems in the program lie in the difficulty of finding capable aides from the migrant community; the pressure of school administrators wanting to hire people from the local community instead of from the migrant camps; the complexity of an exchange system which would allow receiving states to get information about successful aides in home-base states; and requests from growers that migrant people not be hired as aides because they are needed on the farm.

The need for Spanish-speaking aides has permitted many migrants to be hired. As each one demonstrates his worth, he is making it easier for more migrants to be hired.

It was suggested that the National Migrant Record Transfer System be used to transmit information about migrant aides and the SEA and LEA should be encouraged to establish ways of locating and maintaining employment files that would be directly related with the migrant community.

Chairman—Charles O. Burns, Maryland
Recorders—Miss Velnor Mattocks and Miss Carolyn Kennedy, Virginia
Consultants—H. DeWayne Whittington, Maryland
Martin Mills, Florida

Interstate Cooperation Through the Exchange of:

Teaching Materials —The exchange of teaching materials has been a problem in the past because teachers have been accustomed to developing and using materials that work for them, but haven't shared them with others. States have now begun to share these materials. Florida and New Jersey have sent their mobile units to Geneseo, New York, to provide teenage migrant children composite instruction in reading, music, arts and crafts, and machinery.

It was suggested that teacher-made materials be encouraged; that materials from other states be disseminated nationwide; that a material center be established at the local level; that each state send newsletters to others three or four times a year, listing the materials they are using; that teachers bring more teacher-aide materials to national and regional meetings; and that more workshops be held where teachers can actually make materials to use with migrant children.

Chairman—Dr. Jeanette Ritzenthaler, New Jersey
Recorders—Miss Josephine Ferebee and Mrs. Yvonne Boggs, Virginia
Consultants—Dr. Gloria Mattera, New York, Ulysses Horn, Florida, Robert Youngblood, North Carolina

Interstate Cooperation Through the Exchange of:

Migrant Transfer Record Information—The transfer records are a means by which each child who participates in a migrant program can be recorded and continually updated as he moves from program to program. This information should be used to help alleviate medical and academic deficiencies in each child.

The record system is a new development, but already there have been certain problems noted in its form and implementation. Among these are the following: lack of promptness in the records arriving at the designated locations; disagreement concerning some of the categories used in the form; legal implications of unauthorized persons or agencies having access to the records; receiving records that have not been updated; difficulty in deciding the grade level of the child; not enough information about the particular program the child is in (i.e. What constitutes an enrichment program?); difficulty in getting basic information about the child; incomplete health records that often lead to duplication in immunization; and insufficient space on the form for listing health information.

Action being taken to help solve the problems falls under four categories: general reporting and recording procedures; the academic portion of the record; the health section of the record; and legal implications.

General Reporting and Recording Procedure—General information about each child can be obtained by the home-school coordinator who should record it on note cards. The counselor should record all information as soon as it is received, and transmit it to the terminal operators. The terminal operator then will request the transfer record from the Data Bank. Terminal operators and counselors should not be overly concerned

if some of the records they receive contain only the information that was reported during the previous year because the child may not have attended another migrant program after he left theirs. Information about each child should be recorded carefully and consistently.

Academic Portion—Counselors should be aware of the special interests and abilities of each student, and be specific when recording in the categories listed.

Health Record—The counselor should check the immunization records carefully and keep them current to eliminate the possibility of over-immunization. He should keep health records on each child on cards for quick reference and transfer the information to the transfer records. He should be aware of any chronic illnesses that the child might have and keep accurate records of lingering conditions, such as parasitic infections, that may trouble the child after he leaves the program. If the child will not attend another migrant program during the season, the counselor should make a concerted effort to contact his next school and inform them of the child's condition. (This can be done through the State director.)

Legal Implications—Schools (ones that have migrant identification records) are the only ones which have access to the migrant children's records.

Chairman—Dr. Fred Croft, Indiana
Recorders—Mrs. Wilhelmina Smaw and Vernon Bell, Virginia
Panelists—Philip Tabone, Teacher, New York
Mrs. Levolia Fletcher, Counselor, Virginia
Mrs. Fannie Lou Skinner, Nurse, Alabama
Arch Manning, Educational Consultant, North Carolina

"We must help migrant children as they come up the stream," stated W. H. Smith, Assistant Superintendent, Northampton County Public Schools, Eastville, Va.

Stress Communication

Vidal Rivera, Chief, Migrant Program Branch, USOE, Washington, D. C., spoke on "Where Do We Go From Here In Promoting Interstate Cooperation For Growth Of Migrant Children."

"I say, fight traditionalism!" Mr. Rivera told workshop participants, and urged them to adopt new teaching methods and programs to help the migrant children continue their education.

He suggested that they stretch an existing 6-week migrant program to a 10-week program, or a 10-week program to one lasting 12 weeks. "No one is going to say, 'We did that 35 years ago . . . it won't work'," Mr. Rivera stated.

"Even at the workshop on migrant education we're breaking tradition," he said. He explained that some teachers do not ever get the opportunity to walk down the hall in their own schools to view other teachers' methods of instruction. "Here we are actually talking with educators from other states about migrant education."

Mr. Rivera suggested that tradition should be broken in certain faculty lounge conversations, such as, "That Rodriquez family has just moved in. Watch out for that David!" In such circumstances, he pointed out, David doesn't even have a chance. A teacher would automatically single the boy out as being a problem child.

Communication was cited by Mr. Rivera as "the essence" of the conference. He said that communication is the element of success in the migrant program, and that it should not be limited to the schools. It must be national.

He added that in competition communication is a sign of weakness. "We protect our right to be competitive. The country is fiercely competitive—on the football field, in jobs, in everything. And, unfortunately, we compete in education."

He explained a common situation—"You know . . . Mrs. Smith has a gangbuster way of conducting math but won't tell anyone else about it . . . Can we afford that luxury? No!" he said.

"The migrant program is national," Mr. Rivera said. "You have counterparts asking the same questions. We must agree on a philosophy and set a goal for ourselves.

"We have to look at ourselves . . . To think that we won't see one another again is tradition. We *can* see one another again . . . in the terms of the types of programs that we do. And we can reflect one another in the migrant children that we teach in our schools."

A Report on a Report

The Workshop Evaluation and Summary Report was divided into two sections: strengths of the workshop and recommendations for a better workshop next year. Following is a summary of each section:

Strengths

The evaluation panel agreed that time and planning were adequately devoted to the workshop by the planning committee, Mr. Conyers, and his staff. All panel members partaking in the workshop were knowledgeable and informative in their assigned areas of concern, and the criterion reading system and vocational education workshops were rated excellent.

The exchange of ideas of teachers on an interstate basis at the workshop was viewed as a definite step in the right direction toward meeting a portion of the workshop objective—to provide better understanding of the growth and development of the migrant child toward interstate cooperation. The panel stated, however, that the ultimate achievement of the workshop objective cannot be assessed until some future date when interstate cooperation projects are put in force. The film and slide presentations had good overall representation of teaching ethnic-related materials.

Recommendations

The panel suggested that future meeting facilities should be carefully screened to insure adequate meeting space for the activities planned. If exhibits are to be continued at workshops, all representative states should participate. Materials should reflect actual program information that can be used by teachers.

Conference days should be extended, or workshop components limited in order to promote adequate coverage and assimilation. All-day participation in group sessions creates diminishing returns in the closing sessions; therefore, it was recommended that some other activity be introduced to break up group sessions. A follow-up report should be made at the next regional workshop on actual interstate exchange programs that have been initiated as a result of the workshop.

Evaluation Panel—Joseph Bertoglio, USOE Chairman
Richard E. Bove, New York
Billy Howell, South Carolina
A. K. Fisher, Virginia
Ben Fouts, Georgia

What did the participants think of the workshop? Just a few words will give you an idea . . .

"I thoroughly enjoyed the workshop," said a North Carolinian. *"We should have one two or three times a year."*

A teacher remarked, *"I especially enjoyed the speakers' enthusiasm."*

"I said that last year's migrant conference could not be improved upon, but this year's workshop was the best I have ever attended," a Virginian stated.

Another participant, after returning home from the conference, said, *"I find renewed interest in working and being a part of the migrant education program after being around so many people who have the migrant interests at heart."*

Charles L. Conyers, Assistant Supervisor, P.L. 89-10, Title I, Virginia State Department of Education, commented at the end of the conference:

"To provide interstate cooperation, we must have coordination and cooperation. These two must be fused together. They cannot be dichotomies; they must be partners."

Mr. Conyers then had this advice to share:

"If you tell a man what he is,
That's most likely what he'll become.
But, if you tell a man what he ought to be,
Most likely that's what he'll work toward."

Following is a breakdown of the 23 states and 9 school divisions that participated in the conference. The number of representatives from each state is listed.

Alabama	*29*	*New York*	*13*
Arkansas	*6*	*North Carolina*	*138*
California	*1*	*Ohio*	*1*
Connecticut	*1*	*Pennsylvania*	*11*
Delaware	*10*	*Rhode Island*	*1*
Florida	*27*	*South Carolina*	*84*
Georgia	*16*	*Tennessee*	*7*
Indiana	*1*	*Texas*	*1*
Kentucky	*1*	*Virginia*	*105*
Maine	*1*	*W. Virginia*	*2*
Maryland	*12*	*U. S. Office*	*5*
New Jersey	*11*		

Virginia Public School Divisions

Accomack County Public Schools
Albemarle County Public Schools
Botetourt County Public Schools
Northampton County Public Schools
Roanoke County Public Schools
Rockingham County Public Schools
Shenandoah County Public Schools
Smyth County Public Schools
Virginia Beach City Public Schools

Mr. Conyers meets with the planning committee for next year's Migrant Education Regional Workshop which will be hosted by South Carolina and chaired by Leon Babridge, Supervisor of Migrant Education for the state. (left)

Mr. Fairley and Vidal Rivera, chief, Migrant Program Branch, USOE, Washington, D. C., were interviewed during a news conference in which The Norfolk Ledger-Star, The Virginian-Pilot, and The Virginia Beach Beacon newspapers, WCMS Radio, and WTAR and WAVY TV took part.

The following are excerpts from a poem entitled *"We Could Climb Mountains"* written by Brenda Kneece of South Carolina while she attended the conference:

We never stay any place long;
It's almost pointless for us to dream,
Because the forces are so strong
That make us struggle up the stream.

We're not fame Okies of The Grapes of Wrath;
Yet, we travel, we labor, and we starve, you see,
Winding from fruits to vegetables is our path—
Can you forget the produce and remember me?

Prepared By—

The Federal Programs Office, Virginia State Department of Education

Charles L. Conyers, Assistant Supervisor, P.L. 89-10, Title 1

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Cover Photo by John H. Sheally, II, Virginia Beach Beacon